

SUPERKIDS



Is Superkids a Research-Based Program?

THE SUPERKIDS READING PROGRAM

Assumptions and Practices NOT Supported by Research	Conclusions and Practices Supported by Research	What SUPERKIDS Does
Reading ability will occur in a normal progression of human development. Therefore what reading programs must do is immerse children in literacy-based activities.	Reading is not an innate skill. Students must master a hierarchy of skills to become proficient readers.	The Superkids Reading Program provides comprehensive reading instruction for K–2 that follows the skill hierarchy identified in research. Necessary skill instruction is not left to chance.
Reading is developmental. Many children who are not learning to read are just “not ready.”	With appropriate instruction, all but a small percentage (4–6%) of children can learn to read. Early scientifically based instruction prevents the “wait to fail” syndrome.	Superkids provides systematic, explicit instruction beginning in kindergarten so that all children can learn to read.
Making reading fun is all that is needed to motivate a beginning reader.	Motivation is a product of interest and success. A young learner must first and foremost be successful at what he is learning. You cannot love what you cannot do.	Superkids provides rigorous instruction that endures children’s success in learning to read. In addition, instruction is framed around the highly engaging Superkids characters who keep young readers interested and motivated.
Phonemic awareness is taught implicitly.	Phonemic awareness is taught systematically and explicitly.	In the Superkids program, phonemic awareness is taught explicitly in core lessons. In kindergarten, it is also reinforced and practiced in Daily Routines.
Beginning word recognition is taught through memorization, picture cues, and contextual guessing, often times referred to as the “three cueing systems.”	Beginning word recognition is taught through <i>phonetic</i> decoding.	Superkids explicitly teaches the process of <i>phonetic</i> decoding as a beginning reader’s first strategy for identifying a word. Pictures and context are taught as ways to confirm meaning.



Superkids provides explicit, systematic instruction.



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Understanding the alphabetic code comes naturally through interaction with text and there is no need to teach it in any direct way. Phonics is taught implicitly through the opportunities presented in text.	The alphabetic code is best taught through systematic and explicit phonics instruction.	Superkids teaches phonics through explicit instruction that follows the sequence of skill development necessary to understand the alphabetic code.
The focus of reading instruction is on meaning-based activities. Direct instruction in phonics is meaningless drill.	Mastery of the alphabetic code is the fundamental gateway skill necessary for constructing meaning. Children apply their letter-sound knowledge as they decode words, sentences, and text.	Superkids provides phonics practice with progressively longer and more sophisticated text, moving from letter-sound blending to simple decoding of words, phrases, sentences, and text.
Multiple word-attack strategies should be taught simultaneously.	Beginning readers are taught to decode as their first word-attack strategy. Multiple decoding opportunities are necessary to create a complete neural model of a word.	The Superkids program teaches and builds the decoding habit first and foremost, and provides constant and deliberate review and reinforcement of decoding.
Reading materials for beginning readers include predictable text and leveled text with uncontrolled vocabulary, leading to a reliance on picture cues and contextual guessing.	Reading materials for beginning readers should contain decodable text in which at least 95% of the words can be independently decoded based on prior letter-sound instruction.	Superkids provides accessible text to emerging readers by guaranteeing initial text will be 95% decodable, based on the phonetic elements that have been previously taught.



*Superkids builds
a solid, strong
decoding habit.*



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Beginning readers should be taught a large number of sight words.	In the beginning stages, students learn a small number of non-decodable sight words. The number is deliberately limited in order to build the decoding habit.	Memory Words are deliberately kept to a minimum while students acquire the decoding habit. By the end of first grade, students can read, write, and spell all 220 Dolch Words.
The teacher reads the text to or with the students before they read it on their own.	Students read text independently and orally so teachers can monitor their abilities and provide appropriate instruction.	In the Superkids Reading Program, once students are decoding text, teachers listen to students read every day.
In their expressive writing, beginning writers are encouraged to use only invented spelling.	Spelling is taught directly and simultaneously with reading. Students are deliberately taught to encode as they are taught to decode. Students are purposefully taught common spelling patterns. Students are taught to read and spell high-frequency non-decodable words. "Phonics-based spelling" is appropriate while children are acquiring these systematically taught skills.	In kindergarten, Superkids students practice encoding as they are learning decoding. In first and second grades, formal spelling provides instruction with both phonetically regular Pattern Words and nondecodable Memory Words. In all levels, students have daily practice and review through daily dictation and daily spelling routines. In all levels, expressive writing integrates an ever-increasing accountability for correct spelling.
Students' handwriting skills are not that important. Expressing oneself through writing is paramount.	Letter formation instruction and practice are critical in learning all the letter attributes foundational to the alphabetic principle. Consistent and automatic letter formation frees a writer to express ideas fluently.	Superkids provides explicit instruction in letter formation, one letter at a time, in kindergarten. In all levels, children practice letter formation in a daily handwriting routine. Because of this, students develop fluency in handwriting and can therefore devote their energies to expressing themselves through writing.



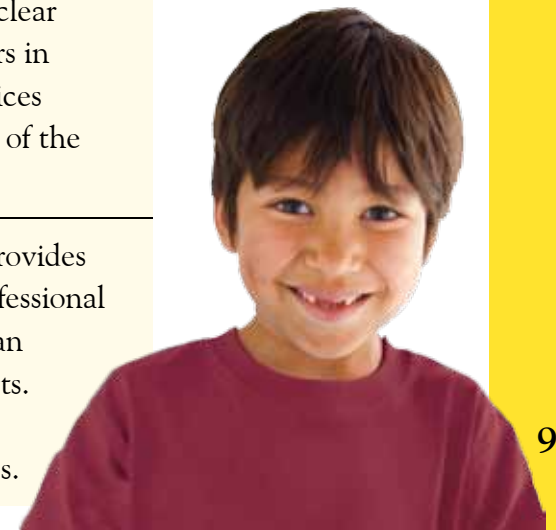
Reading, spelling, and handwriting are integrated in Superkids instruction.



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Early comprehension instruction should focus on teaching comprehension strategies.	Comprehension instruction for beginning reading focuses on the development of automaticity in decoding skills, language proficiency, background knowledge, and listening comprehension. As students acquire automaticity, brain energy shifts to comprehending text. At that point, comprehension instruction moves to strategy instruction, dependent on the structure of the text and the purpose for reading.	Superkids deliberately builds language and background knowledge while simultaneously developing the decoding habit. The kindergarten program provides specific Read-Aloud lessons to build listening comprehension. As children begin to read independently, teachers provide a clear path of strategy instruction unique to each text, in small guided-reading groups.
From classroom to classroom and school to school, teachers have individual autonomy to create their own reading program.	There is a focused building-wide commitment to research-based reading instruction that all teachers follow.	Superkids is a core, comprehensive, rigorous K–2 language arts program with proven results that teachers can depend on to deliver consistent, thorough, and equal instruction to <i>all</i> students.
Teachers are not accountable for specific research-based teaching practices.	Administrators monitor classroom implementation and provide resources and assistance so that teachers can implement a research-based curricula with fidelity.	Rowland Reading Foundation’s professional development provides clear guidelines to assist administrators in supporting research-based practices and monitoring implementation of the curriculum.
Professional development focuses on program implementation.	Professional development includes information about the science of reading and proven research-based practices.	Rowland Reading Foundation provides high-quality, research-based professional development delivered by veteran teachers and early literacy experts. On-site coaching is available to assist in supporting best practices.



The Superkids Reading Program has proven results!



Urgency of teaching reading in the primary grades

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ROWLAND READING FOUNDATION

*Rowland Reading Foundation is a nonprofit organization
dedicated to improving reading instruction in the primary grades.*